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ABSTRACT

The objectives of this research project were to find out (1) what is happening in kindergartens throughout California; (2) why teachers in these kindergartens do what they do in their classrooms; (3) how they feel about what they do; and (4) how children react to what happens in these kindergartens. An attempt was made to determine the relationship between didactic and experiential activities in the classroom. A committee of early childhood educators from the California Association for the Education of Young Children (CAEYC) developed a survey instrument designed to meet these objectives. Ten typical kindergarten activities were equally divided into didactic and experiential groups. Participants were asked how often they did each activity, how many children participated, why they did the activity, and how the children reacted to the activity. Survey results indicate that: (1) although kindergarten classrooms offered both didactic and experiential activities, the number of times offered combined with the number of children participating show a preponderance of didactic experiences; (2) didactic instructional experiences registered less interest from children than did experiential activities; (3) the percentages who checked "district or school policy" as reasons for doing reading and mathematics workbooks and diagnostic tests were higher than percentages for other categories; (4) children in California kindergartens have little opportunity for child-initiated choice; and (5) more than half of those who used reading workbooks indicated concern regarding academic pressure. A copy of the survey instrument and the survey results are appended. (PCB)

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National Association for the Education of Young Children
Washington, D.C. November 15, 1986

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1986 CAEYC California Kindergarten Survey
Part I: Summary of Findings

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Objectives

The objectives of this research project were to find out what is happening in kindergartens throughout California, why teachers do what they do in their classrooms, how they feel about what they do and how children react to what happens in kindergartens. An attempt was made to determine the relationship between didactic and experiential activities in the classrooms. An open question was designed to identify the major concerns of kindergarten teachers in California.

Perspective

There is increasing concern regarding the amount of academic presssure which exists in kindergarten curricula(Elkind). A movement toward public school for four year olds is in danger of duplicating this direction (NAEYC).

The positive long term effects of quality early childhood education have been documented as well as the detrimental effects of presenting activities which lesssen opportunity for children's choice and involvement in their own learning.(Schwienhart). Meaningful curriculum for young children is more effective than fragmented bits of isolated learnings(Donaldson). Thus, it is critical to assure optimum educational practices in the early years. Kindergarten teachers are valuable sources of information regarding appropriate practices.

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Methods

A committee of early childhood educators from the California Association for the Education of Young Children (CAEYC) developed a survey instrument designed to meet the objectives. Ten typical kindergarten activities were chosen equally divided into didactic and experiential groups. Participants were asked how often they did each activitiy , how many children participated, why they did the activity (teacher choice, district policy etc.) how they felt about the activity, would they make any changes, and how the children reacted to the activity. An open question asked for three major concerns about teaching

kindergarten today. Demographics included how long the teachers have taught, how long they have taught kindergarten, population and size of school etc.

The survey results were entered into a computer, frequencies and cross-tabs were run. The CAEYC early childhood research comittee members met with the research consultant for content analysis. The concerns listed on the open-ended question were reviewed separately by three readers to verify validity of the categories.The researchers discussed those responses which showed discrepancies until consensus was reached regarding their placement under a designated concern.

Data Source

A successive cluster sample design included teachers from every county in the state of California. In each county randomly selected school districts were selected and, within the selected districts, randomly selected schools were identified. All kindergarten teachers in the selected schools were sent survey instruments.

A packet was sent to the Superintendent's office in each selected district with a cover letter and sample survey. The Superintendent was requested to review the material and send it to the identified school principals who had been selected from the California Public Schools Directory (1986).A cover letter was sent to each principal to explain the study with a sample survey attached . The principal was requested to send a survey instrument to the kindergarten teachers in his/her school. Attached to each survey instrument for the kindergarten teachers were a letter of explanation and thanks and a stamped addressed return envelope.

813 surveys were mailed by May 15,1986.A separate group of surveys was sent to a large school district for comparison purposes. A small group of surveys was distributed and identified as a convenience sample.

431 survey instruments were returned indicating a 53% return rate. All but three small counties were represented. Ten surveys were returned after the deadline.

Results and conclusions

Statistical data indicate that:

1) Although kindergarten classrooms in California offer both didactic and experiential activities, the number of times offered combined with the number of children participating show a preponderance of didactic experiences for each kindergarten child over time.(.See Graphs 1 and 2. $p < .05$).

2) The didactic instructional experiences registered less interest from children than did the experiential activities except for TDS (Teacher Directed Small Group Instruction). ($p < .05$)

3) Teachers indicated desire to change didactic activities more than experiential activities ($p < .05$).Furthermore, those teachers who indicated that they did not use blocks or dramatic play at all and who indicated that they would like to continue not using them were significantly fewer than those who used them and would continue using them. (chi square $p < .01$)

4) The percentages of those who checked district or school policy as reasons for doing reading and math workbooks and diagnostic tests were higher than percentages for district or school policy for other categories. ($p<.05$).

5) Children in California kindergartens have little opportunity for child-initiated choice. Even for experiential activities the children were assigned to the activities by the teacher one-third to one-half of the time.

6) Although teachers indicated they would continue what they were doing more than they indicated making changes, the percentages for continuing experiential activities were higher than were those for didactic activities.($p<.05$)

7)More than half of those who did reading workbooks two, three or four times a week indicated concern regarding academic pressure.70%of those who did reading workbooks not at all or once a week indicated concern regarding academic pressure.

From open-ended responses thirteen categories of concerns were identitifed. A concern regarding academic pressure was the most frequently listed concern.Other categories of high concern were class size, need for developmentally-appropriate programs, entrance age,and lack of support from administrators, parents or peers. Twenty respondents did not list any concerns.Using the standard error of percentages there is 95% certainty that other kindergarten teachers in the state who answered the survey would list the same concerns within 3% of the given percentages.62% of those who responded listed either academic pressure or need for developmental programs as major concerns.

California Kindergarten Practices 1986

by

Doris O. Smith Ed.D.

The survey discussed in this report was funded by the California Association for the Education of Young Children and the School of Education and Human Development, California State University, Fresno. Appreciation is given for help received from Drs. Michael Ballard-Campbell, California State University, Sacramento, Ric Brown, California State University, Fresno, Judith Wagner, Whittier College and Mary Cay Dunnington, Fresno Unified School District, Fresno, California. January, 1987

California Kindergarten Practices : 1986

Introduction

There is a pedagogical clash between developmental education and behavioristic programs in kindergartens across the nation. This dichotomy presents legitimate questions for policy makers, administrators, teachers and parents: What should the transition be from the world of the child to the world of formal school? How does the child perceive the change? What difference does it make?

The questions become more complex when variables such as prekindergarten experiences in other group settings are introduced as well as demographic changes in school populations and significant changes in family profiles.

Thus, kindergarten curriculum practices have become one of several pivotal experiences between traditional early childhood education and traditional public school approaches to education.

Although this debate between implementation of developmental theory or behavioral theory in programs for young children is not new it has taken on greater significance recently. Because of the proliferation of commercial materials and publishers' wares in early childhood classrooms many classic early childhood activities have been pushed aside.

Furthermore, the published materials have been presented in such a way that test scores appear to be dependent on their use. The pressure for improved test scores has made its way into classrooms for five year olds. Concurrent with this trend has been an increased need for homogenizing kindergarten classrooms (to assure better scores). Thus, there are prekindergarten programs, transitional kindergartens, two year kindergartens and other strategies for keeping children who are "not ready" protected from the formal curriculum in use.

In response to this national phenomenon, numerous position papers have been written on developmentally appropriate practices for four and five year olds. Because of the possibility of public school for four year olds early childhood educators are especially concerned that the downward push for early academics be halted and public school personnel become knowledgeable about working effectively with young children and their families.

In California a general public school reform movement is introducing a change of focus. More global standards of performance are being developed to take the place of the prolific prescriptive objectives demanded in the recent past.

Also, there has already been clear-cut action regarding improvement of textbook content and use. One of the goals of this redirection is to promote a more balanced public school curriculum for all levels. This balance should occur between skill learning related to direct instruction and the practice of cognitive instruction for promoting critical thinking, problem-solving, self-awareness, self-expression and cooperative learning.

The 1986 California Kindergarten Survey

The 1986 California Kindergarten Survey was developed to find out whether there is a balance between didactic activities and experiential learning in the kindergartens in California. A committee of early childhood educators and kindergarten teachers agreed on ten typical kindergarten activities, five of which were designated didactic and five of which were designated experiential.

The five didactic activities selected were: reading workbooks/worksheets, math workbooks/worksheets, teacher directed small group instruction, teacher directed whole group instruction, and diagnostic testing. The experiential activities selected were: blocks, painting, cooking/science, math manipulatives and dramatic play.

The survey instrument was designed by the committee and informally piloted by members in different sections of the state. The survey asked how often children did the various activities, how many participated each time, how the children were selected, why teachers did the activities, how teachers felt about what they did and how children reacted to the activities. Demographic information was requested as well as an open ended response to the statement "List your three major concerns about teaching kindergarten today."

Data Source

A successive cluster sample design included teachers from every county in California using the 1986 California Public School Directory. In each county school districts were randomly selected and, within the selected districts, randomly selected schools were identified. All kindergarten teachers in those schools were sent survey instruments.

A packet was sent to the superintendent's office in each selected district with a cover letter (see letters after reference section) and sample survey. The superintendent was requested to review the material and send it to the principals at the identified schools.

A cover letter was sent to the principal to explain the study with a sample survey attached. The principal was requested to send a survey instrument to the kindergarten teachers in his/her school. Attached to each survey instrument for the kindergarten teachers were a letter of explanation and thanks and a stamped addressed return envelope.

By May 15, 1986, 813 survey instruments were mailed. A separate group of surveys was sent to two large school districts for comparison purposes. A small group was distributed as a convenience sample also for comparison purposes. The three groups of survey instruments were color-coded as general, large-school district and convenience sample.

A return rate of 53% was obtained with 431 survey instruments returned. All but three small counties were represented in the study. One large school district chose not to participate returning all 63 surveys. Ten surveys were returned after the deadline and not used.

The survey results were entered into a computer and the SPSS Frequencies Program was utilized.

The demographics show the largest percentage of teachers who answered the survey were between 31-40 years, had taught more than 15 years including teaching kindergarten 3-5 years. This group had previously taught in grades 1-3 and had taken three or more courses in early childhood. (See demographic tables following reference page.)

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Results

Question: List your three major concerns about teaching kindergarten today. See Table 1.

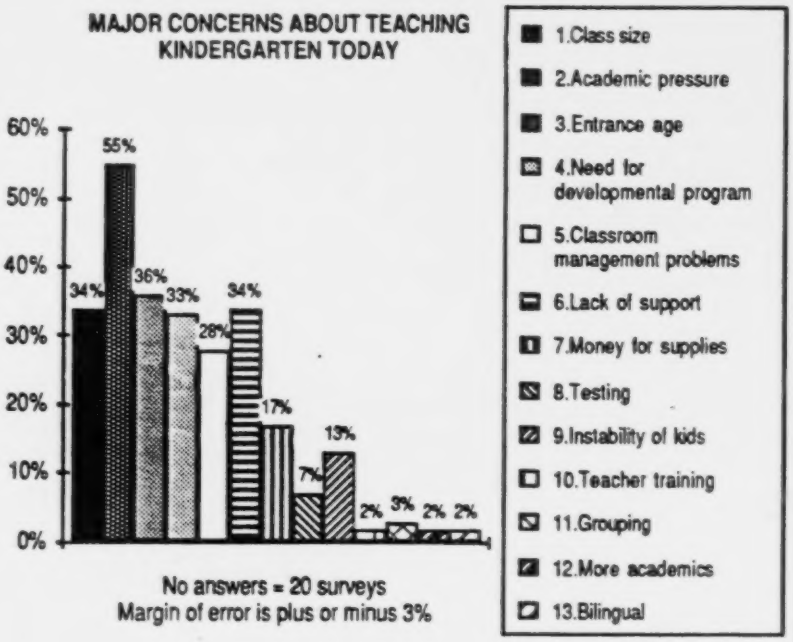

Table 1

The concerns listed on the open-ended question were reviewed separately by three readers to verify validity of the categories and the placement of responses. The readers were two committee members and one outside person. Discussion was held by the readers until consensus was reached.

From open-ended responses thirteen categories of concerns were identified.

A concern regarding academic pressure was the most frequently listed concern (55%).

Examples of statements which fall under this category are: "The amount of material that the children have to learn just to be prepared for first grade." "Children are completing too many meaningless worksheets." "I think reading and academics are being pushed into kindergarten."

A category of responses was created which dealt with statements regarding need for developmentally appropriate curriculum (33%). Examples of statements in this category are: "Kindergarten should be language experience, dramatic play, and creative expression." "Most children need more social adjustment time-more block-activity experiences!" "Soft money programs take time away from the child's total development-fine and gross motor skills, dramatic play, art, group play etc."

When the two categories called academic pressure and need for developmentally appropriate curriculum were combined, it was determined that 62% of those who responded listed either academic pressure or need for developmentally appropriate programs as major concerns about teaching kindergarten today.

A major concern of 36% of those who responded was entrance age. This was expressed in statements such as: "If we want to continue with lots of emphasis on academics then we should change the age of kids coming to K. Five by June 30 for a start!" "I feel children are too young. I feel the cut-off date for 5 years old should be Sept. 1." "We need a system in our District to screen children so those entering are ready to do the tasks ahead of them."

Statements related to problems with class size were listed by 34% of respondents. "Class sizes are too large-can have maximum of 34 -too many!" "There are too many children in the classroom!" "Class size for kindergarten should not be over 25."

Concerns related to several kinds of lack of support were listed by 34% of respondents. Generally statements regarding lack of support of parents, administrators or peers were put into this category as follows: "I feel that I do not have the proper support from many of my parents because they feel kindergarten is not to be taken seriously." "Administrators are usually too uninterested and/or too ignorant about kindergarten philosophically and pedagogically. Sadly enough they make decisions which are forced upon kindergarten with many disastrous results." "I am constantly torn between what I feel is right and what I must do for administrators."

The category called classroom management problems (28%) was created for responses dealing with every day logistical difficulties including lack of time and lack of help in the classroom: "More and more is expected each year with less and less help." "Kindergarten teachers have to do so many non-kindergarten things-worst of all is having to help in the primary classes during the time we should be doing preparation." "Administrative decisions to share a classroom...Organized person housed with disorganized..."pack-rat" with "neatnik".

The remaining categories and examples are:

Money for supplies (17%) "We are too limited with supply money to buy the materials needed to run a true kindergarten. We don't need textbooks. We need hands-on materials."

Testing (8%) "Emphasis on test scores which do not fully represent child's ability. Teachers soon begin to teach towards the test and pressure and stress filter down. Nonsense and not accurate."

Instability of kids (13%) "Personal lives have so much pressure and stress and the school system needs to allow for that and not increase it." "Approximately 38% of my students are members of a one-parent family."

Teacher training (2%) "Teachers are hired who have little or no child development training or who have not had adequate background or training."

Grouping (3%) "Ability Grouping-I teach a K/1 combination and the abilities of the students are so diverse that it is difficult to adequately meet their needs."
More academics (2%) "I feel the majority of kindergarteners are ready to read and add and subtract and the teachers should be educated and use research proven methods to insure academic growth."
Bilingual (2%) " Primary language development should be much more enhanced than ESL."

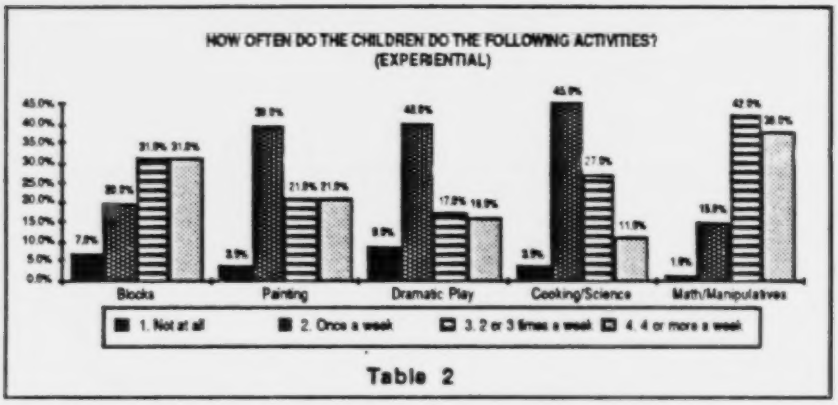

Table 2

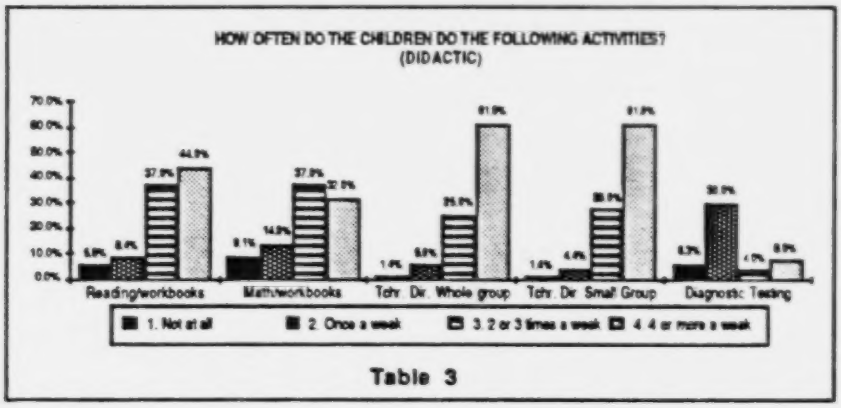

Table 3

Question: How often do the children do the following activities? See Tables 2 & 3.

Respondents reported that Reading workbooks or worksheets were used more frequently than any other activities. Teachers who responded (37%) used workbooks or worksheets two or three times a week while 44% used them four or more times a week. The next most frequently reported activity was math manipulatives. Math manipulatives were used by 42% two or three times a week while 38% used them four or more times a week. Math workbooks or worksheets were used by 37% of the teachers two or three times a week and by 32% of the teachers four or more times a week. Blocks were used by 31% of the respondents two or three times a week and 31% four or more times a week. The remaining experiential activities of painting, dramatic play, and cooking/science were used once a week by 39%, 40% and 45% of respondents respectively.
More than half of those who did reading workbooks two, three or four or more times a week indicated concern regarding academic pressure (50-55%). Of those who did reading workbooks not at all or once a week, 70% indicated concern regarding academic pressure. (No table shown)

Question: How many children participate each time? See Tables 4-7.

The following tables represent the responses given by the teachers to this question. On Table 4 the solid line represents reading workbooks and the line of dashes represent blocks. This shows that 1% of the teachers indicated that there were three children in a reading workbook group. Another 1% said that there were four children in a group for this activity. Of the respondents to this question, 6.5% said that there were eight children who participated in reading workbook activities at one time. Of the teachers, 7% reported 28 children participated at one time and 7.5% reported 30 children participated at one time. For blocks 10% reported three children participated in the activity at one time and 11% reported 6 children participated at one time. Although it is not customary to represent discontinuous data in this manner, it is an attempt to picture relationships between numbers of children participating in various activities.
On Table 5 the solid line represents painting while the dashed line represents math workbooks or worksheets. The data shows 5.5% of teachers who responded indicated two children paint at one time while 11% indicated four children paint at one time. Seven children do math workbooks at one time, as indicated by 5.5% and 8% indicated 30 children do math workbooks at one time.
The next table shows the number of children who participated in all of the didactic activities by groups. Appropriately, most responses show five to ten children participated in teacher directed small group instruction and 27-31 children participated in teacher directed whole group instruction.
The final table for this question shows how many children participated in experiential activities at one time. It seems that the majority of experiential activities are done in small groups except for cooking/science and math manipulatives which are done in large groups at times.
Some teachers explained in written notes that they had children participate in blocks or painting by rotating groups so that every child would have a turn at such a center once every five or six days. On the other hand reading workbooks and worksheets tended to be done in large groups four or more days a week.
Although kindergarten classrooms in California offer both didactic and experiential activities, the number of times offered combined with the number of children participating show a preponderance of didactic experiences for each kindergarten child over time.

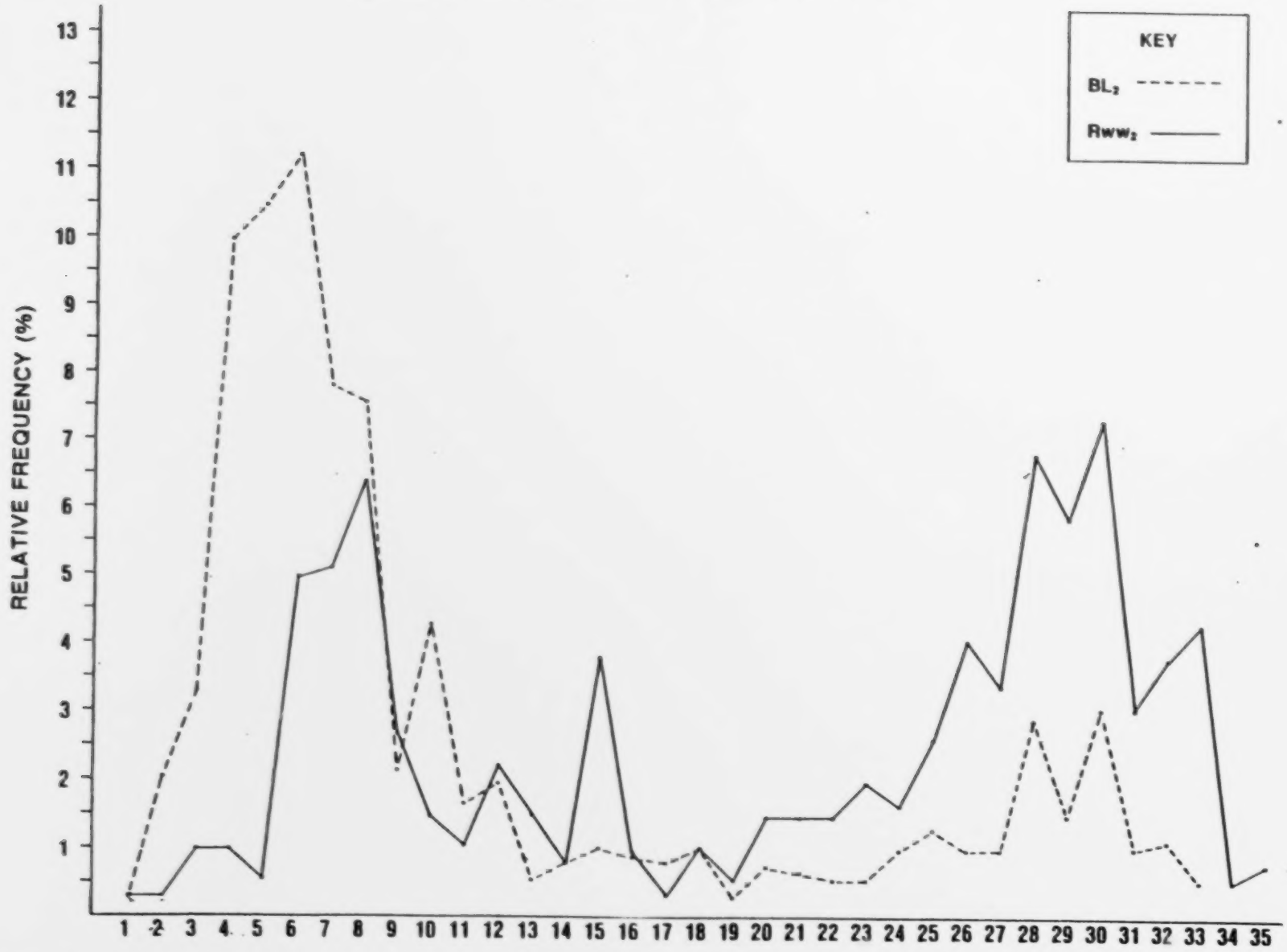
HOW MANY CHILDREN PARTICIPATE EACH TIME ?
KEY
BL2
Rww2
RELATIVE FREQUENCY (%)
13
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
NUMBER OF CHILDREN

 TABLE 4

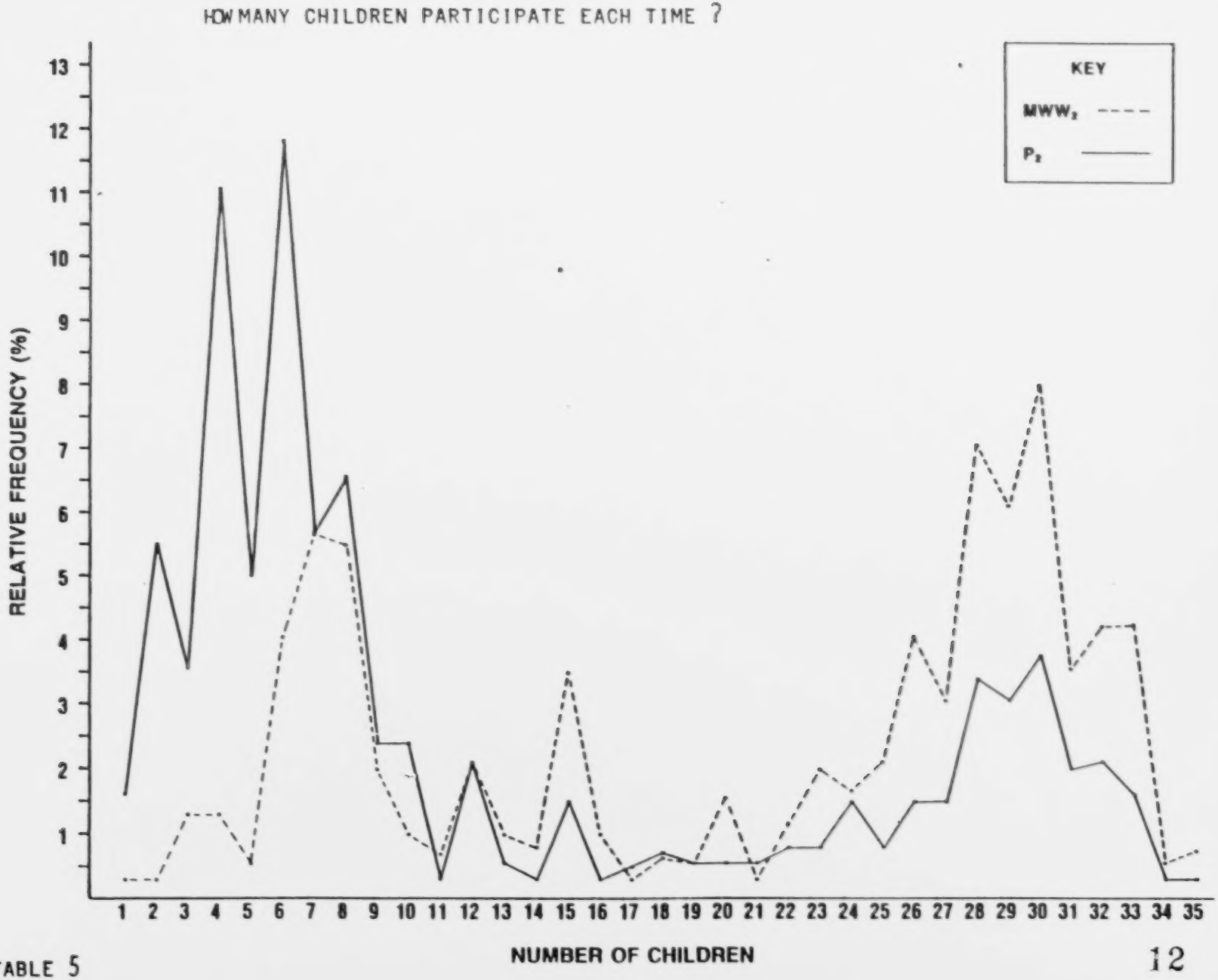
HOW MANY CHILDREN PARTICIPATE EACH TIME ?
KEY
MWW2
P2
RELATIVE FREQUENCY (%)
13
12
11
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
NUMBER OF CHILDREN

TABLE 5

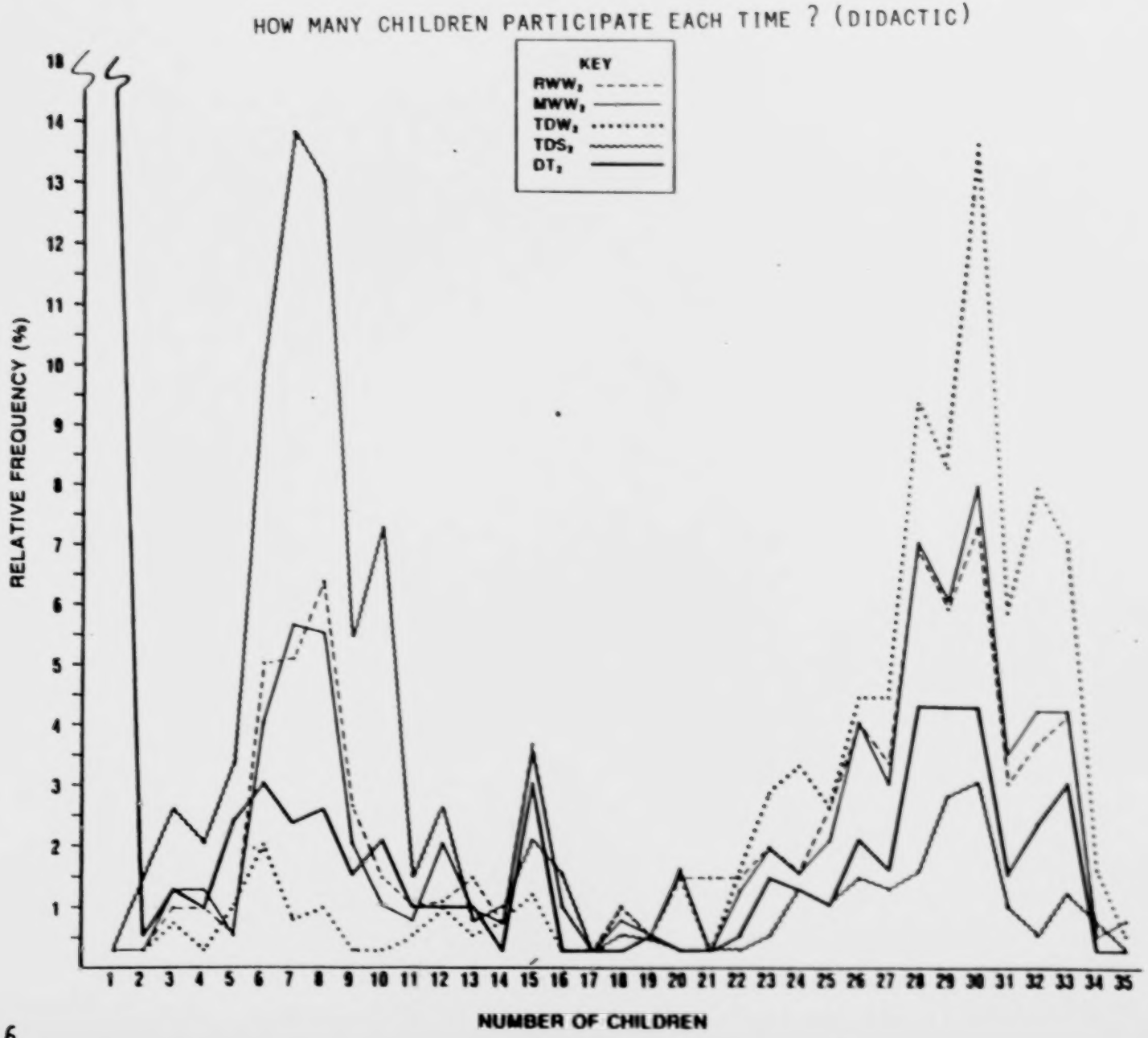
HOW MANY CHILDREN PARTICIPATE EACH TIME ? (DIDACTIC)
KEY
RWW₂
MWW₂
TDW₂
TDS₂
DT₂
RELATIVE FREQUENCY (%)
NUMBER OF CHILDREN

TABLE 6

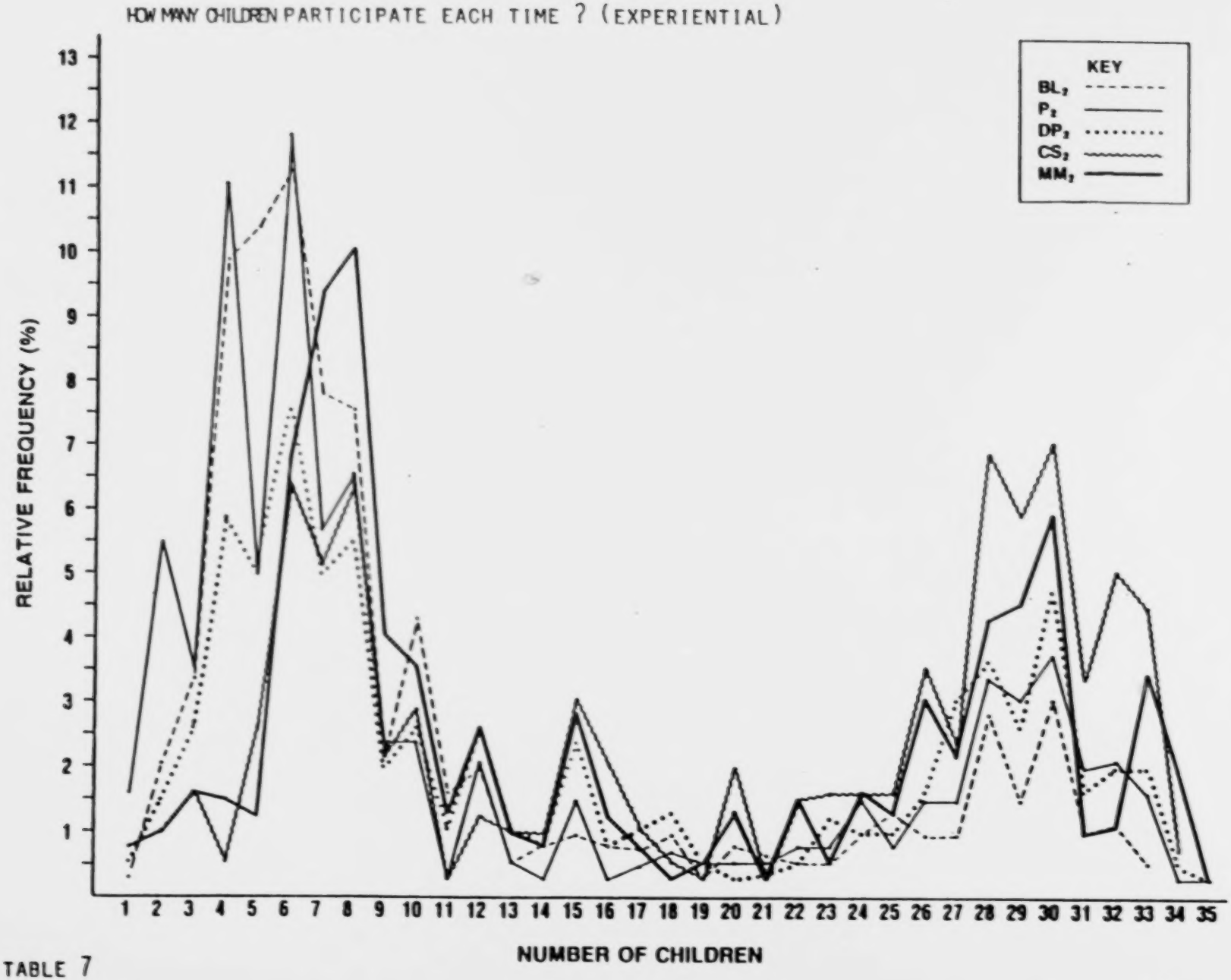
HOW MANY CHILDREN PARTICIPATE EACH TIME ? (EXPERIENTIAL)
KEY
BL2
P2
DP2
CS2
MM2
RELATIVE FREQUENCY (%)
1 2 3 4 5 6 7 8 9 10 11 12 13
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
NUMBER OF CHILDREN

TABLE 7

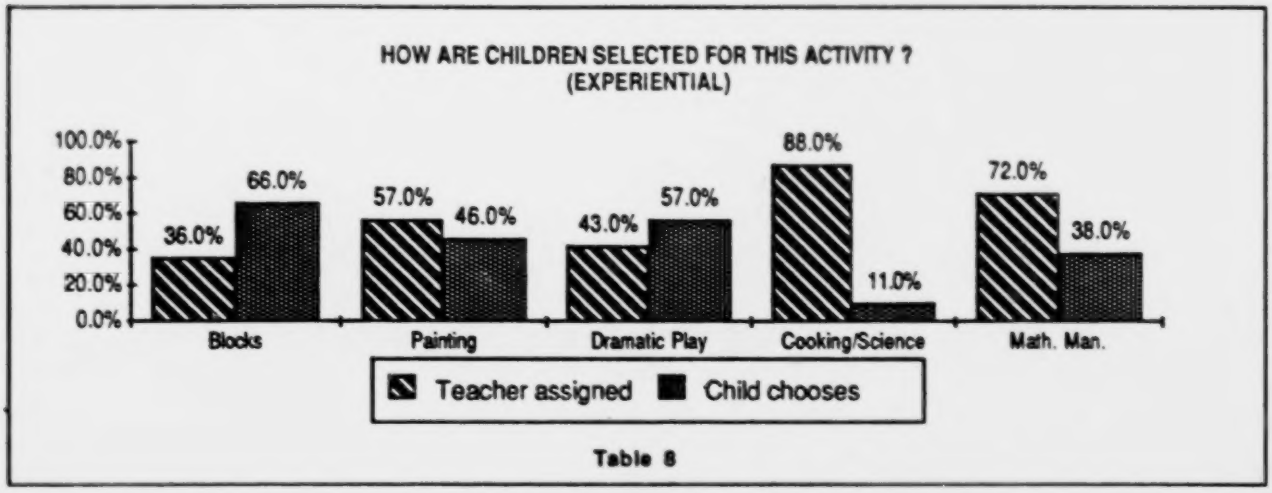

Table 8

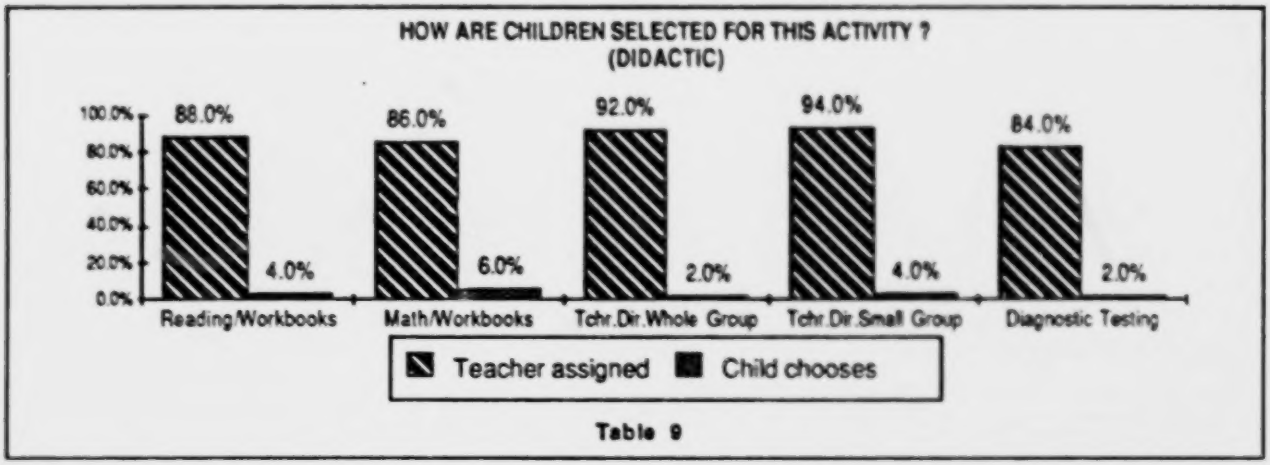

Table 9

Question: How are children selected for this activity? See Tables 8 & 9.

For experiential activities, the teacher assigned category ranged from 36-88%. For didactic instruction the category ranged from 84-94%. For child-initiated choice, the range was between 11-66% for experiential activities. For didactic activities the range for child-initiated choice was from 2-6%. Children in California kindergartens have little oppor-

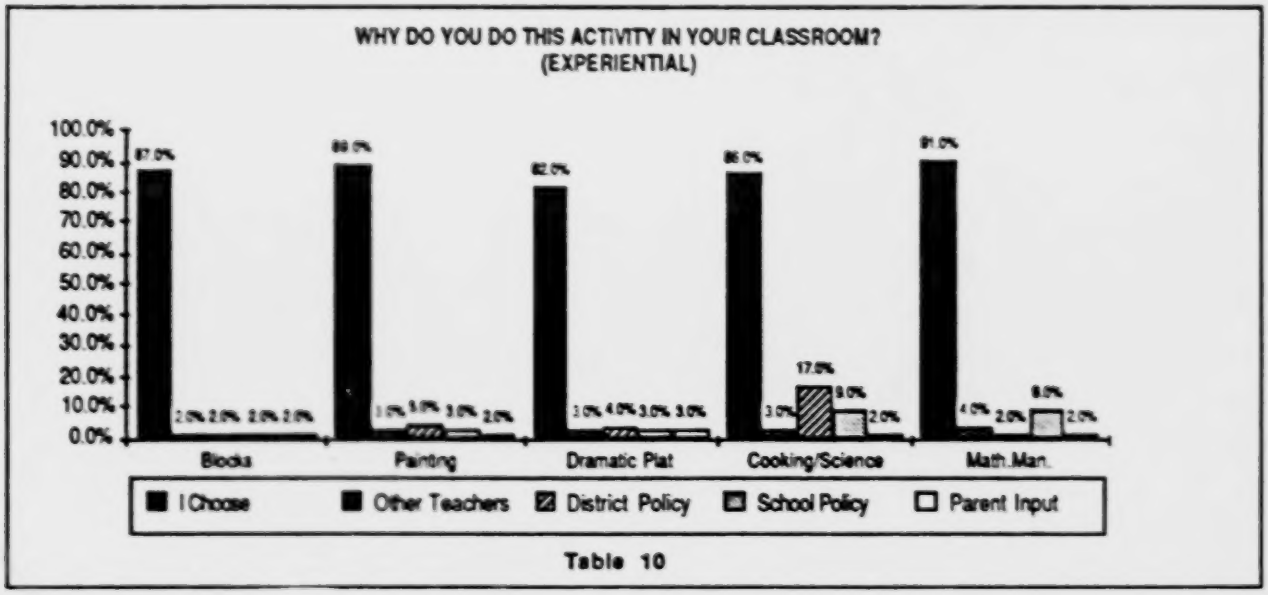

Table 10

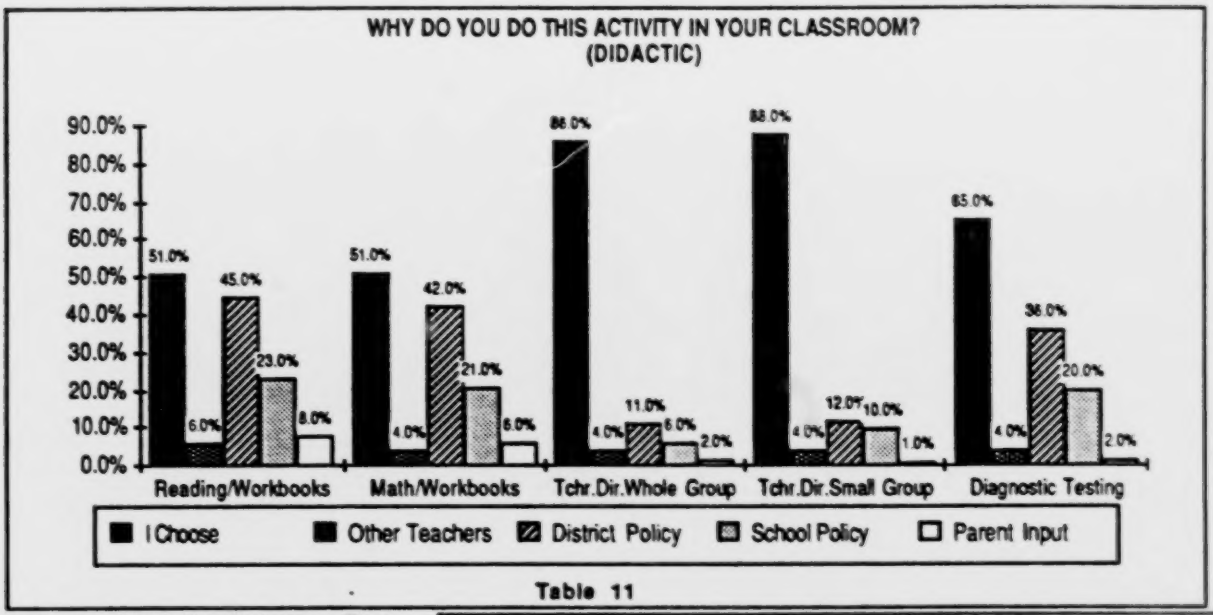

Table 11

tunity for child-initiated choice. Even for experiential activities the children were assigned to the activities by the teacher one-third to one half the time.

Question: Why do you do this activity in your classroom? See Tables 10 & 11.

The percentages of teachers who checked district or school policy as reasons for doing reading and math workbooks and diagnostic tests were higher than percentages given for district or school policy as reasons for doing other activities.

Question: What do you think about doing this in your classroom? See Tables

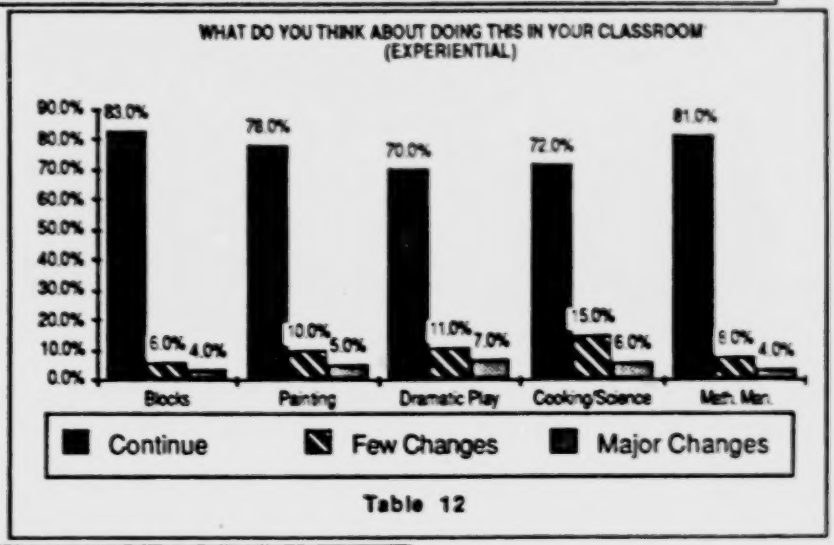

Table 12

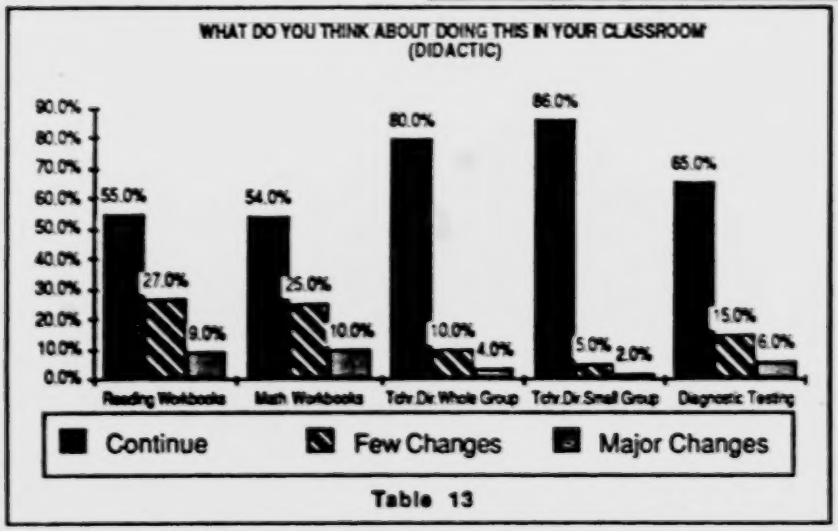

Table 13

12 & 13

Although teachers indicated they would continue what they were doing more than they indicated making changes, the percentages for continuing experiential activities were higher than were those for didactic activities.

Teachers indicated desire to change didactic activities more than experiential activities. Furthermore those teachers who indicated that they did not use blocks or dramatic play at all and who indicated that they would like to continue not using them were significantly fewer than those who used them and would continue using them.

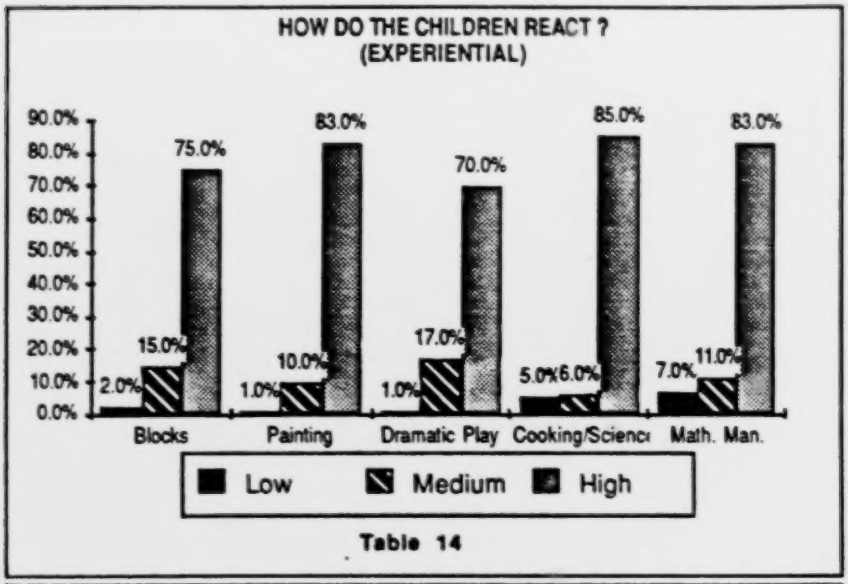

Table 14

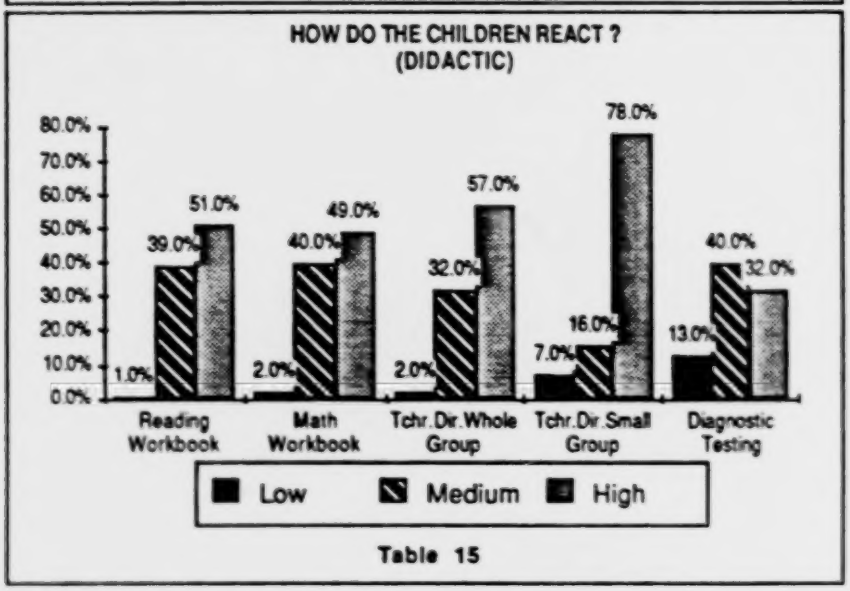

Table 15

Question: For the most part, how do children react to the activity? See Tables 14 & 15.

The didactic experiences registered less interest from the children as indicated by the teachers than did the experiential activities except for Teacher Directed Small Group Instruction.

Conclusions and recommendations

Given what we know about the importance of developmentally appropriate curriculum practices in kindergarten, there is reason for concern about the experiences being provided for kindergarten children in California. Surprisingly, child-initiated learning opportunities are especially low. This unexpected finding means that children in their first school experience are being treated as passive receivers of the "system". Because they are still formulating their ideas of how institutions work the children mistakenly could conclude that something is wrong with them and their thinking. They then become less involved, less interested and less confident. One mother told me recently that "My child just finished kindergarten and hates school." Could it be that this child had just completed a year as described above?

A second surprising finding suggested that teachers would continue what they are doing even though 62% of them are concerned about too much academic pressure in kindergarten! The interpretation of this finding is very serious. It could be the teachers are saying they don't feel empowered enough to be able to bring about change, or it could mean if you take the workbooks away from them they wouldn't know what else to do! Both interpretations call for attention.

Because of the importance of this pivotal school experience teachers and administrators must be made aware of the newest research regarding the lasting effects of appropriate early childhood practices. Administrators must take seriously the placement of untrained teachers in kindergartens. Preservice and inservice training programs focusing on early childhood education are called for as well as development of model demonstration classrooms. The possibility of wide age grouping should be considered in order to break down the barriers caused by screening for formal instruction. Recognition and support should be given to those teachers who are using excellent early childhood practices or who are striving toward that goal. There must be a synthesis of didactic and experiential learning in California kindergartens so that children are treated with respect, their experiences are valued and their school days are positive ones.

19 BEST COPY AVAILABLE

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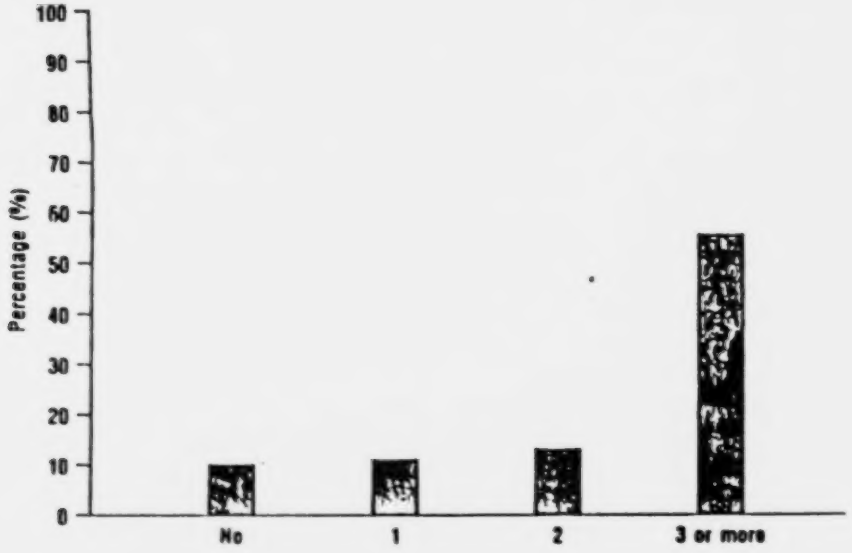
HAVE YOU TAKEN A COLLEGE COURSE IN ECE OR CHILD DEVELOPMENT?

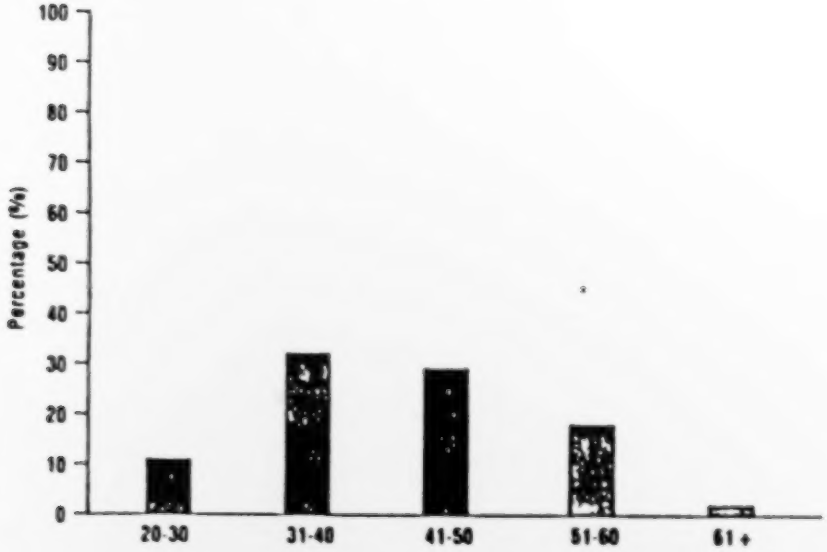


HOW MANY CHILDREN IN YOUR SCHOOL?

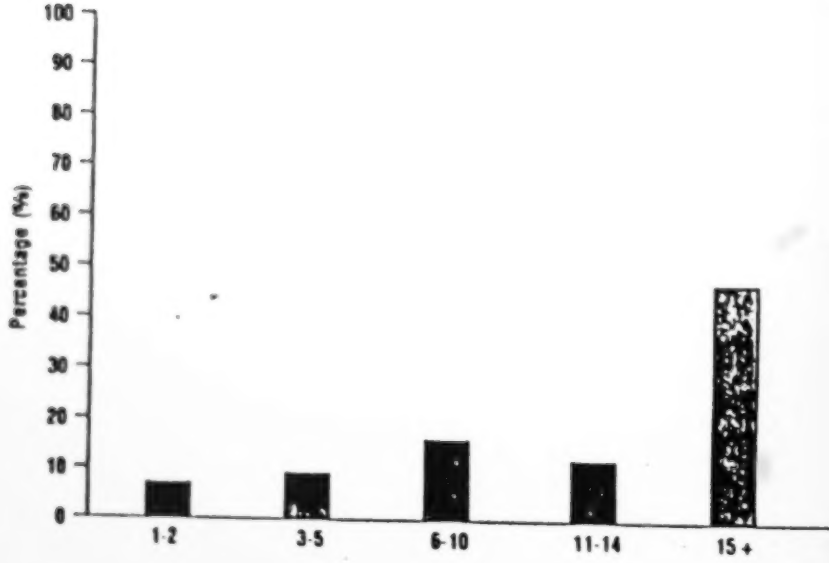
Means For Ethnicity

	Mean
Total	25.06
Hispanic	7.2
Black	2.2
Asian	1.9
Caucasian	13.9

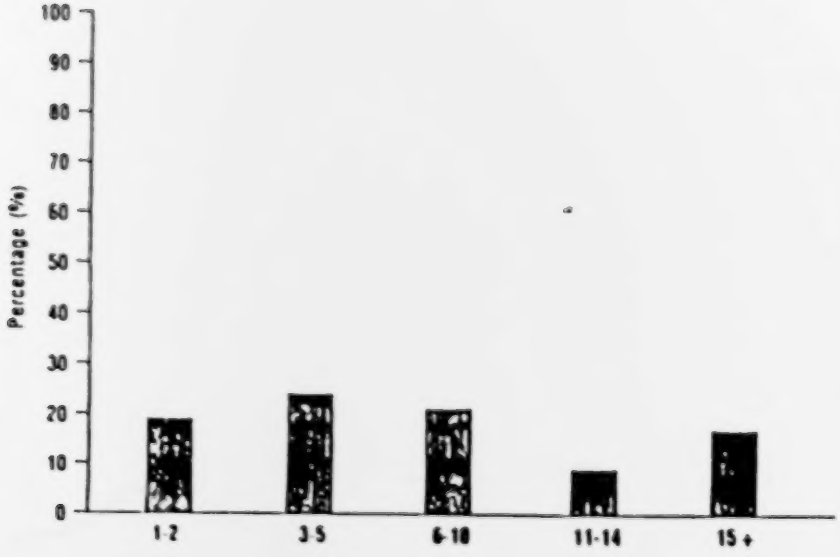
WHAT IS YOUR AGE?



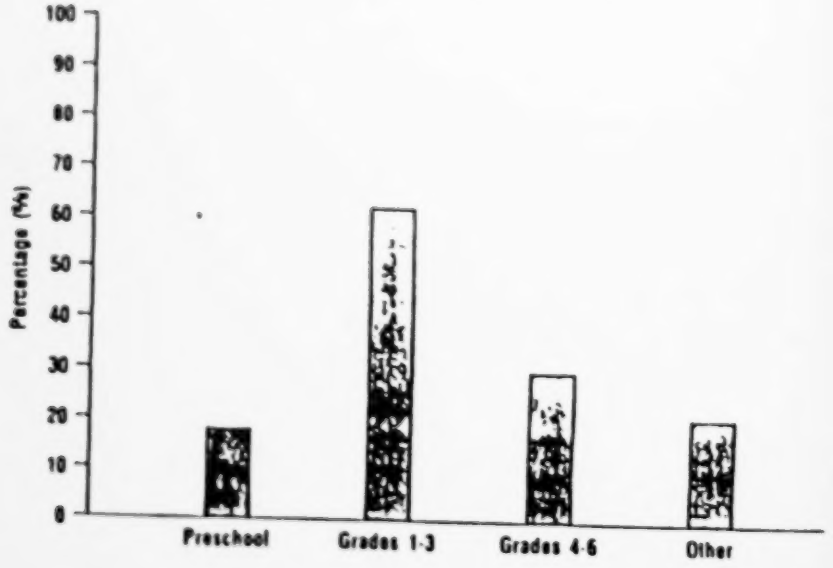
HOW LONG HAVE YOU TAUGHT?



HOW LONG HAVE YOU TAUGHT KINDERGARTEN?



PREVIOUS TEACHING EXPERIENCE?



CAEYC Kindergarten Survey

(Please read both papers before you start)

PLEASE PUT A CHECK IN THE BOX THAT BEST DESCRIBES YOUR PROGRAM OR FILL IN THE REQUESTED INFORMATION

HOW OFTEN DO THE CHILDREN DO THE FOLLOWING ACTIVITIES?	**BLOCKS**	**READING WORKSHEETS/ WORKBOOKS**	**PAINTING**	**MATH WORKSHEETS/ WORKBOOKS**	**DRAMATIC PLAY**
Not at all	☐	☐	☐	☐	☐
Once a week	☐	☐	☐	☐	☐
Two or three times a week	☐	☐	☐	☐	☐
Four or more times a week	☐	☐	☐	☐	☐
Other (Explain)					
HOW MANY CHILDREN PARTICIPATE EACH TIME?					
Comment (Optional)	_____	_____	_____	_____	_____
HOW ARE CHILDREN SELECTED FOR THIS ACTIVITY?					
Teacher assigned	☐	☐	☐	☐	☐
Child chooses	☐	☐	☐	☐	☐
Comment (Optional)					
WHY DO YOU DO THIS ACTIVITY IN YOUR CLASSROOM					
I choose to do it	☐	☐	☐	☐	☐
Other teachers do it	☐	☐	☐	☐	☐
District Policy	☐	☐	☐	☐	☐
School Policy	☐	☐	☐	☐	☐
Parent Input	☐	☐	☐	☐	☐
Other (explain)					
WHAT DO YOU THINK ABOUT DOING THIS IN YOUR CLASSROOM?					
I would like to continue	☐	☐	☐	☐	☐
I would like to make a few changes	☐	☐	☐	☐	☐
I would like to make major changes	☐	☐	☐	☐	☐
If you would like to make changes what would they be?					
FOR THE MOST PART, HOW DO THE CHILDREN REACT TO THIS ACTIVITY?					
High interest	☐	☐	☐	☐	☐
Medium interest	☐	☐	☐	☐	☐
Low interest	☐	☐	☐	☐	☐

(over)

CAEYC Kindergarten Survey

(Please read both papers before you start.)

PLEASE PUT A CHECK IN THE BOX THAT BEST DESCRIBES YOUR PROGRAM OR FILL IN THE REQUESTED INFORMATION

HOW OFTEN DO THE CHILDREN DO THE FOLLOWING ACTIVITIES?	TEACHER DIRECTED WHOLE GROUP INSTRUCTION	COOKING/ SCIENCE	TEACHER DIRECTED SMALL GROUP INSTRUCTION	MATH MANIPULATIVES	DIAGNOSTIC TESTING
Not at all	☐	☐	☐	☐	☐
Once a week	☐	☐	☐	☐	☐
Two or three times a week	☐	☐	☐	☐	☐
Four or more times a week	☐	☐	☐	☐	☐
Other (Explain)					
HOW MANY CHILDREN PARTICIPATE EACH TIME?					
Comment (Optional)	_____	_____	_____	_____	_____
HOW ARE CHILDREN SELECTED FOR THIS ACTIVITY?					
Teacher assigned	☐	☐	☐	☐	☐
Child chooses	☐	☐	☐	☐	☐
Comment (Optional)					
WHY DO YOU DO THIS ACTIVITY IN YOUR CLASSROOM					
I choose to do it	☐	☐	☐	☐	☐
Other teachers do it	☐	☐	☐	☐	☐
District Policy	☐	☐	☐	☐	☐
School Policy	☐	☐	☐	☐	☐
Parent Input	☐	☐	☐	☐	☐
Other (explain)					
WHAT DO YOU THINK ABOUT DOING THIS IN YOUR CLASSROOM?					
I would like to continue	☐	☐	☐	☐	☐
I would like to make a few changes	☐	☐	☐	☐	☐
I would like to make major changes	☐	☐	☐	☐	☐
If you would like to make changes what would they be?					
FOR THE MOST PART, HOW DO THE CHILDREN REACT TO THIS ACTIVITY?					
High interest	☐	☐	☐	☐	☐
Medium interest	☐	☐	☐	☐	☐
Low interest	☐	☐	☐	☐	☐

List your three major concerns about teaching kindergarten today.

1. _____

2. _____

3. _____

(over)

Please circle the most appropriate answer

What is your age?	20-30	31-40	41-50	51-60	61 and over
How long have you taught?	1-2 years	3-5 yrs	6-10 yrs	11-14 yrs	15 and over
How long have you taught kindergarten?	1-2 years	3-5 yrs	6-10 yrs	11-14 yrs	15 and over
Previous teaching experience?	Preschool	Gr 1-3	Gr 4-6	Other	
Have you taken a college course in ECE or Child Dev? *	No	1 course	2 courses	3 or more	
How many children in your school?	100+	200+	300+	400+	500+
Does your school receive Chapter I funding?	Yes	No	Don't know		

Please fill in the appropriate information

Total number of children in your school** _____

Indicate the number of children in your class who are:	Hispanic	Black	Asian	Caucasian	Other
	_____	_____	_____	_____	_____

*This question did not yield useful information. It is recommended that future researchers change the wording to reflect the actual courses taken more accurately.

** This word should be class.

California Association for the Education of Young Children

May 7, 1986

Dear Principal,

When you receive this it will be late in the school year and you will be busy as usual. The California Association for the Education of Young Children (CAEYC) is asking you to do "one more thing" as the educational leader in your school.

CAEYC is a non-profit professional organization of almost 8000 members concerned with the well-being and education of children from birth through eight years of age. This organization is co-sponsoring this statewide survey of kindergarten teachers along with California State University, Fresno.

The purpose of the survey is to identify how kindergarten classrooms are currently operating, how curricular decisions are made and what teachers think about the activities and decisions. CAEYC will use the data from the questionnaires to formulate its position on kindergarten education in California.

We are asking you to help by distributing the enclosed envelopes to the kindergarten teachers in your school and by encouraging the teachers to respond to the survey. A copy of the questionnaire is attached for your perusal.

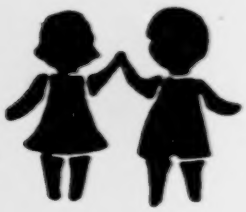
As you know early childhood education has become a topic of great interest and importance in recent years. We hope that the data gathered in this survey will contribute useful information to school districts. In return for your cooperation in facilitating the return of the questionnaires, we will send you a summary of the findings.

The CAEYC kindergarten survey committee sincerely thanks you for your cooperation and willingness to help. Deadline for returns is May 30, 1986!

Sincerely,

Doris O. Smith

Doris O. Smith, Coordinator
Early Childhood Education
California State University, Fresno



California Association for the Education of Young Children

May 7, 1986

Dear Kindergarten Teacher,

When you receive this letter and questionnaire it will be late in the school year and you will be busy as usual. The California Association for the Education of Young Children (CAEYC) is asking you to do "one more thing" because it wants to hear from kindergarten teachers throughout California. CAEYC is a non-profit professional organization of almost 8000 members concerned with the well-being and education of children from birth through eight years of age.

The purpose of the attached questionnaire is to identify how kindergarten classrooms are currently operating, how curricular decisions are made and what teachers think about the activities and decisions. CAEYC will use data from this questionnaire to formulate its position on kindergarten education in California public schools. We need to hear from you so that the public policy positions selected will truly reflect the experience of California kindergarten teachers.

To insure your confidentiality a stamped envelope has been provided for you to return the questionnaire within one week after you receive it. Our deadline for responses is May 30, 1986.

The CAEYC kindergarten survey committee sincerely thanks you for your cooperation and willingness to help. This survey is being co-sponsored by California State University, Fresno.

Sincerely,

Doris O. Smith

Doris O, Smith, Coordinator
Early Childhood Education
California State University, Fresno

California Association for the Education of Young Children

May 7, 1986

Dear Superintendent,

When you receive this it will be late in the school year and you will be busy as usual. The California Association for the Education of Young Children (CAEYC) is asking you to do "one more thing" as the educational leader in your school district.

CAEYC is a non-profit professional organization of almost 8000 members concerned with the well-being and education of children from birth through eight years of age. This organization is co-sponsoring this statewide survey of kindergarten teachers along with California State University, Fresno.

The purpose of the survey is to identify how kindergarten classrooms are currently operating, how curricular decisions are made and what teachers think about the activities and decisions. CAEYC will use the data from the questionnaires to formulate its position on kindergarten education in California.

We are asking you to help by distributing the enclosed envelopes to the designated principals in your district and by encouraging them to disperse the envelopes to the kindergarten teachers in their schools as quickly as possible. A copy of the survey is attached for your perusal.

As you know, early childhood education has become a topic of great interest and importance in recent years . We hope that the data gathered in this survey will contribute useful information to school districts. In return for your cooperation in facilitating the return of the questionnaires, we will send you a summary of the findings.

Much of the success of this process will be determined by your communication with your administrators and teachers . The CAEYC kindergarten survey committee sincerely thanks you for your cooperation and willingness to help. Deadline for returns is May 30, 1986!

Sincerely,

Doris O. Smith

Doris O. Smith, Coordinator
Early Childhood Education
California State University, Fresno